

Social Studies  
Standards-Based Report Card 2023-2024  
4th Grade

Scoring Rubric:

3: Meets expectations

2: Approaching expectations

1: Beginning to learn expectations

Blank Box: Not assessed

IE: Insufficient evidence

Each standard is linked to the full rubric

Social Studies	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. <a href="#">4.TS.7.A.b</a> - Analyze and use artifacts to share information on social studies' topics (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).				
2. <a href="#">4.TS.7.B.a</a> - Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.				
3. <a href="#">4.TS.7.B.b</a> - Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.				
4. <a href="#">4.TS.7.E.a</a> - Generate compelling research questions about a social studies topic.				
5. <a href="#">4.TS.7.F.a</a> - Research an appropriate social studies question and share results with an audience.				

#### 4th Grade Short Form Social Studies Rubrics

**4.TS.7.A.b** Analyze and use artifacts to share information on social studies' topics (e.g., building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Identify artifacts</li> <li>Draw conclusions about the significance of artifact</li> <li>Analyze artifacts</li> <li>Use artifacts to present information on social studies' topics.</li> <li>Complete this independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Identify artifacts</li> <li>Draw conclusions about artifacts</li> <li>Use artifacts to share information about the topic</li> <li>May meet the standard inconsistently or with teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>May not yet identify artifacts or draw conclusions about them</li> <li>May not yet share information about the topic.</li> </ul>

**4.TS.7.B.a** Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed.

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Identify key features of visual tools</li> <li>Interpret visual tools</li> <li>Draw conclusions about visual tools</li> <li>Make predictions about visual tools</li> <li>Communicate information and ideas about visual tools</li> <li>Complete with teacher guidance and support as needed</li> </ul>	<ul style="list-style-type: none"> <li>Identify visual tools and key features of visual tools</li> <li>Communicate information and ideas about visual tools</li> <li>May meet the standard inconsistently with teacher guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>May not yet be able to identify visual tools and their key features</li> <li>May not yet be able to communicate information about the visual tools.</li> </ul>

**4.TS.7.B.b** Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>distinguish among types of visual tools</li> <li>choose appropriate visual tools for various purposes</li> <li>identify and label key information</li> <li>create products such as maps, graphs, timelines, charts, models, diagrams, etc.</li> </ul>	<ul style="list-style-type: none"> <li>choose an appropriate visual tool</li> <li>create a tool</li> <li>may not yet fully explain the purpose or information in the tool</li> <li>may have too few or too many details in the tool</li> </ul>	<ul style="list-style-type: none"> <li>may create a tool</li> <li>may not yet choose an appropriate tool or</li> <li>may not be able to explain information using the tool</li> <li>may need substantial teacher support to create the tool</li> </ul>

<ul style="list-style-type: none"> <li>explain the information presented in the tool independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>may meet the standard inconsistently or with teacher assistance</li> </ul>	
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#### 4.TS.7.E.a Generate compelling research questions about a social studies topic

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>define the characteristics of a compelling question independently</li> <li>generate compelling research questions about a social studies topic consistently with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>may be able to define the characteristics of a compelling question with support</li> <li>may not yet generate a compelling research question on a social topic even with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>may be able to define the characteristics with substantial teacher support</li> <li>may not yet generate questions on a social studies topic</li> </ul>

#### 4.TS.7.F.a Research an appropriate social studies' question and share results with an audience

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> <li>Research an appropriate social studies' question</li> <li>Uses at least three sources to gather information</li> <li>Organize, draw conclusions and interpret research to support their argument</li> <li>Share results with an audience using a visual tool independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Research an appropriate social studies' question</li> <li>Uses 1-2 sources to gather information</li> <li>May need teacher support to organize, draw conclusions or interpret research to support their argument</li> <li>Share results with an audience using a visual tool</li> <li>May meet the standard inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Not yet able to identify sources to gather information</li> <li>Needs substantial teacher support to organize, draw conclusions or interpret research</li> <li>Not yet able to share results with an audience</li> </ul>